

ASIAN DEVELOPMENT BANK

TAR OTH 33025

TECHNICAL ASSISTANCE
(Financed from the Japan Special Fund)

FOR

SUBREGIONAL COOPERATION IN MANAGING

EDUCATION REFORMS

October 2000

ABBREVIATIONS

ADB	–	Asian Development Bank
DMC	–	developing member country
FSU	–	former Soviet Union
GDP	–	gross domestic product
NGO	–	nongovernment organization
TA	–	technical assistance
TCCA	–	Trans-Caucasus and Central Asia
UNESCO	–	United Nations Educational, Scientific and Cultural Organization
UNICEF	–	United Nations Children’s Fund

NOTE

In this report, “\$” refers to US dollars.

I. INTRODUCTION

1. Since their independence in the early 1990s, the republics of the former Soviet Union (FSU) have engaged in ambitious reforms to modernize their education and training systems to facilitate the transition to market-based economies and foster national unity. The Asian Development Bank (ADB) has supported the sector reforms and been a major source of external funding for education in the Central Asian republics and Mongolia. Through this regional technical assistance (TA)¹, ADB will promote education policy dialogue and cooperation among six² of its developing member countries (DMCs) for the Trans-Caucasus and Central Asia (TCCA) subregion³: Azerbaijan, Kazakhstan, Kyrgyz Republic, Mongolia, Tajikistan, and Uzbekistan. The ADB Fact-Finding Mission visited Kazakhstan and the Kyrgyz Republic between 16 and 24 May 2000 to consult national education authorities and external assistance agencies on the proposed TA. The four other participating DMCs commented upon a concept paper circulated following the Fact-Finding Mission and confirmed their willingness to participate. The TA framework is presented in Appendix 1.

II. BACKGROUND AND RATIONALE

2. Since the breakup of the Soviet Union in 1991, the countries of the TCCA subregion have embarked on major programs of economic reform to accelerate the transition from command to market economies. Structural reform measures typically include liberalizing prices and trade, privatizing state-owned enterprises, promoting foreign investments, improving fiscal management, and setting up new legal frameworks. In the first years after independence, these countries experienced a severe economic downturn characterized by a dramatic fall in agricultural and industrial output, and hyperinflation. In part, this was due to the breakdown of commercial ties with other republics of the FSU and the termination of fiscal assistance from Moscow.⁴ More recently, economies of the TCCA subregion were affected by external shocks such as the Russian financial crisis, that began in August 1998 and a fall in commodity prices. In some countries, economic and social recovery has been handicapped by ethnic conflict and war. The decline in real gross domestic product (GDP) and reduction in government revenues led to severe cutbacks in the delivery of social services, including education. The recession lowered living standards and employment levels and increased inequalities in income distribution. The main indicators measuring well-being, including life expectancy, infant mortality, and criminality, worsened significantly. Increased attention was paid to the social dimensions of the reform process, in particular the need to protect vulnerable population groups by improving social safety nets and enhancing the employability and productivity of the workforce.

3. The rationale for investing in education in countries in transition is very strong. One part of the rationale is economic and relates to skills, adaptability to changing labor markets, and contribution to the economy. The major goal of education reform in the subregion is to adapt education systems to the new economic environment by teaching skills necessary for the

¹ The TA first appeared in *ADB Business Opportunities* in January 2000.

² Pending formulation of an interim operational strategy, Turkmenistan will be invited to participate in the TA as an observer.

³ According to the grouping of countries adopted by the Education For All Forum sponsored by the World Bank, the United Nations Development Programme, the United Nations Children's Fund (UNICEF), and the United Nations Educational, Scientific and Cultural Organization (UNESCO), the TCCA subregion includes seven ADB DMCs (Azerbaijan, Kazakhstan, Kyrgyz Republic, Mongolia, Tajikistan, Turkmenistan, and Uzbekistan) plus Armenia and Georgia.

⁴ For instance, Russia's budgetary support to Tajikistan accounted for 40 percent of GDP before independence.

transition to market economies and providing qualified personnel for emerging economic sectors. Another part of the rationale is social and relates to the creation of a common sense of citizenship, a general acceptance of obligations and responsibilities, and individual rights. Education systems are expected to consolidate social cohesion and political stability, in particular by disseminating values of tolerance and peace. Social considerations are extremely important in the Central Asian republics which gained independence relatively recently and are characterized by a complex ethnic structure and multilingualism.

4. In an environment of GDP contraction and overall public sector retrenchment, public spending on education per student fell in real terms. Most countries reported a decline in the quality of education attributed to deteriorating teaching conditions in schools and lack of resources. Efforts to diversify the sources of finance by tapping nongovernment resources, encouraging community participation, and shifting funding responsibility from the central to local governments failed to fill the funding gap. These efforts generally tended to exacerbate regional imbalances in the delivery and quality of education services. Fiscal constraints have also meant growing pressures to make the delivery of education more efficient: most countries are now reconsidering the norms inherited from the FSU that still govern budget allocations and staff deployment.⁵

5. The education systems and sector challenges of the TCCA subregion are fundamentally different from those of other ADB DMCs. Educational achievements in terms of access and participation are high in the TCCA subregion. The general perception of policymakers is that quality enhancement is a higher priority than capacity expansion and efficiency gains rather than additional public investment are required. Reforming the contents and processes of education to improve quality and relevance is the major sectoral challenge for the TCCA subregion. This involves developing new curricula, introducing modern textbooks and teaching materials, retraining teachers in subject content and teaching methodologies, and strengthening student assessment systems. Major changes are also occurring in the way the education system is administered. Priorities in education governance include the need to improve the distribution of financial resources; decentralize management; promote community and parental participation; encourage private education; improve information systems; and strengthen institutional capacities in policy formulation, sector planning, and management.

6. The process of reforming education is of particular importance in countries of the TCCA subregion. A view often shared by education authorities and external assistance agencies is that the reform process has followed a top-down approach characterized by little policy discussion with civil society and education stakeholders, an unclear delineation of responsibilities for policy making and reform implementation among government agencies, inadequate feasibility assessment of policy measures, and an ad hoc and piecemeal introduction of reforms. This approach tended to result in a poor sense of ownership of reforms and resistance to change by education stakeholders in the governments and civil society.

7. Cooperation in education in the TCCA subregion collapsed with the Soviet Union. Yet cooperation is important and is driven by two factors: (i) common cultures, languages, and history influencing education goals and strategies; and (ii) relatively small size of individual countries precluding economies of scale. At the policy level, countries can benefit from one another's reform experiences and improve the coordination of their education policies. At the

⁵ The average pupil-teacher ratios in countries in transition are respectively 19:1 and 12:1 at primary and secondary levels; the official teacher workload (number of hours spent in classes) is usually set between 14 and 18 hours per week. These figures are much lower than those observed in countries with similar level of GDP per capita.

implementation level, substantial economies of scale can be realized in teacher education, curriculum and textbook development, distance education, and scientific research.

8. The coordination of external assistance in the education sector⁶ remains largely informal and based upon initiatives taken by individual agencies. There are no well-established mechanisms for information exchange and joint planning of activities at either national or subregional level. This often results in duplication of efforts and conflicting support programs. With external assistance agencies taking more interest in the TCCA subregion, the need for coordination is growing but recipient governments are not in a position to guide and plan external assistance. The capacities of national agencies and ministries of education to absorb external assistance and manage externally-assisted projects remain weak, accentuating the need for coordination.

9. Since early 1997, ADB has provided TA to encourage economic cooperation among its DMCs in Central Asia, focusing on the energy, trade, and transport sectors. In view of its accumulated experience in the TCCA subregion and its lead role among external assistance agencies in terms of policy advice, volume of investments⁷ and scope of intervention, ADB has a clear comparative advantage in promoting subregional cooperation in education and coordinating external aid. ADB's involvement in education in the TCCA subregion is expected to expand as human development remains a major pillar of individual country operational strategies.

III. THE TECHNICAL ASSISTANCE

A. Objectives

10. The general aim of the TA is to enhance the education reform process of the six participating DMCs by promoting subregional cooperation at the policy level. The TA will have the following specific objectives: (i) disseminate information on experiences and practices in education reform design and management in transition economies, (ii) promote the participation of civil society in sector reforms, (iii) facilitate high-level policy dialogue between national decisionmakers and external partners, and (iv) identify areas and programs for further subregional education cooperation. The TA will provide an opportunity for ADB to take stock of its sector work experience and thus contribute to its sectoral assistance strategy, sharpening the focus of lending and nonlending education operations.

B. Scope

11. Education policy issues and development strategies will be reviewed by each participating DMC and then collectively discussed with a view to sharing experiences and identifying best practices regarding both the contents and processes of reforms. Activities will include (i) the preparation of country case studies on education reform management in the six participating DMCs, (ii) two subregional workshops to guide the TA research work, (iii) a national policy seminar in each of the six DMCs to discuss case study findings, (iv) a final policy conference on education reform management in the TCCA subregion, and (v) publication and

⁶ Beside ADB, the main external partners involved in the education sector include UNESCO, UNICEF, the World Bank, the European Union, a few bilateral development institutions, and international nongovernment organizations (NGOs) such as the Open Society Institute, the Aga Khan Development Network, and Save the Children.

⁷ As of 30 June 2000, ADB's portfolio of education projects (or social sector projects with education as major focus) in Kazakhstan, Kyrgyz Republic, Mongolia, Tajikistan, and Uzbekistan comprised 12 loans totaling \$240.2 million and 24 TAs, totaling \$ 12.7 million.

dissemination of the TA findings. The two subregional workshops and the final policy conference will be held in three different participating DMCs.

12. Country case studies will be carried out in the six participating DMCs by national institutions with the support of international consultants and resource persons (para 19). The case studies will investigate the process of reforming education and introducing change in the system as well as the contents of the reform agenda and policies pursued by national authorities in the following areas: (i) education finance and efficiency; (ii) education governance and institutional reform; (iii) quality and relevance of education; and (iv) education, training, and employment linkages. Particular attention will be paid to the poverty reduction dimension of the education reforms and the effectiveness of external assistance interventions in the sector. Appendix 2 provides additional information on the preparation of case studies.

13. Case studies will be presented and discussed at national policy seminars held in each of the six participating DMCs. The seminars will bring together a variety of education stakeholders, including representatives of the central ministries of education, finance, planning, and employment; local administrations; business enterprises; university faculties, teachers, aid agencies, foundations and NGOs. Providing an opportunity for dialogue between government and nongovernment bodies, the seminars will help to involve civil society bodies in the education policy debate and build consensus on reform priorities.

14. Two subregional workshops, attended by international consultants, members of national institutions and ADB officials will be organized in two participating DMCs to enable discussion of the research work and a sharing of experience. International consultants will help organize the workshops and contribute background papers and presentations in their areas of expertise. The first workshop (inception) will promote joint planning and implementation of the research work and lead to the elaboration of the detailed terms of reference for the country case studies. The second workshop (review) will include a discussion of case study findings, identification of good practices and lessons to be drawn from the case studies, and elaboration of subregional project proposals.

15. A final policy conference on education reform management in the TCCA subregion will be organized in a participating DMC to review the results of the TA work. A synthesis paper will be prepared by the international consultants as the main background document for the conference. The paper will include summaries of the case studies, highlights of the research findings and policy recommendations, and proposals for subregional education initiatives. The conference, bringing together decision makers from the participating DMCs, international experts, and development agency staff will constitute an opportunity for a high-level policy dialogue between external assistance agencies and governments. It may pave the way for the establishment of a forum for dialogue between national education authorities and their external development partners.⁸

16. A final TA publication on education reform management in the TCCA subregion will be prepared both in English and Russian for wide distribution to national policymakers and officials of aid agencies. Country case studies will be disseminated mostly at the national level. The

⁸ The idea of launching such a forum emerged during discussions held by the Fact-finding Mission with UNICEF, UNESCO, and Soros Foundation. The forum may be patterned on the Association for the Development of Education in Africa (ADEA) created at the joint initiative of the World Bank and UNESCO in 1989. The ADEA is an alliance of African Ministries of Education and their external partners; its principal objectives are to coordinate donor initiatives and to promote sharing of information and experiences between countries.

main TA reports, including the final TA publication and case studies, will also be accessible in electronic form.

C. Cost Estimates and Financing Plan

17. The total cost of the TA is estimated at \$950,000 equivalent, of which \$750,000 equivalent will be financed by ADB on a grant basis from the Japan Special Fund, funded by the Government of Japan, and \$200,000 equivalent by the Governments of the participating DMCs. Detailed cost estimates are provided in Appendix 2.

D. Implementation Arrangements

18. The TA will be carried out from March 2001 to May 2002 in three phases: (i) inception and research preparation (3 months), (ii) case study preparation and policy consultation (6 months), and (iii) synthesis and dissemination (6 months).

19. The TA will require the services of three international consultants (an education economist/team leader, an education sociologist, and a general educator) for a total of 10 person-months and a research assistant for a total of 6 person-months. Leading national institutions (social policy research institutes or local consulting firms) will be responsible for preparing case studies with the participation of resource persons and the methodological and technical support of international consultants. Resource persons should be selected from external aid agencies, NGOs, Government agencies, and education authorities in each country. The six national institutions, three international consultants, and one research assistant will be selected and engaged by ADB through an international consulting firm in accordance with ADB's *Guidelines on the Use of Consultants*. Terms of reference for national institutions, international consultants, and the research assistant are provided in Appendix 3.

20. The consulting firm will submit to ADB detailed quarterly progress reports on TA implementation. ADB review missions will participate in the two subregional workshops. ADB staff will directly supervise the preparation of the final TA publication and organization of the policy conference. The ADB project officers responsible for ADB's education assistance operations in the six participating DMCs will act as resource persons, monitor the progress of TA activities in their country of assignment, and make presentations at the final policy conference.

IV. THE PRESIDENT'S DECISION

21. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance, on a grant basis, in an amount not exceeding the equivalent of \$750,000 for the purpose of Subregional Cooperation in Managing Education Reforms, and hereby reports such action to the Board.

TECHNICAL ASSISTANCE FRAMEWORK

Design Summary	Performance Indicators/ Targets	Monitoring Mechanisms	Assumptions and Risks
<p>Goal</p> <p>To enhance the education reform process in the participating Developing Member Countries (DMCs)</p>	<ul style="list-style-type: none"> • Education quality and efficiency indicators • Establishment of policy dialogue mechanisms 	<ul style="list-style-type: none"> • Education legislation, policy documents, and plans 	<ul style="list-style-type: none"> • Political commitment to reform • Reform design and implementation capacities
<p>Purpose</p> <p>Facilitate national and subregional education policy dialogue</p>	<ul style="list-style-type: none"> • National policy seminars in each of the 6 participating DMCs • Two subregional workshops • Final policy conference • Synthesis report/final publication 	<ul style="list-style-type: none"> • Quarterly reports submitted by the consulting firm • Asian Development Bank (ADB) review missions • Proceedings of workshops and seminars 	<ul style="list-style-type: none"> • High level of Government participation in workshops and seminars • Representation of civil society bodies and aid agencies • Commitment of participating DMCs to support the technical assistance (TA)
<p>Outputs</p> <p>Best practices identified and education reform experiences disseminated</p> <p>Improved prospects for subregional cooperation in education.</p>	<ul style="list-style-type: none"> • Six case studies prepared by the end of phase 2 • Final publication disseminated by the end of phase 3 • Proposals for subregional cooperation elaborated 	<ul style="list-style-type: none"> • Quarterly reports submitted by the consulting firm • ADB review missions • Review of research works by resource persons, ADB staff, and international consultants 	<ul style="list-style-type: none"> • Adequacy of research methods • Access to information • Selection of knowledgeable national institutions • Identification of qualified resource persons • Effective support by international consultants
<p>Main activities</p> <p>Preparation of research</p> <p>Elaboration of country case studies</p>	<ul style="list-style-type: none"> • National institutions mobilized and resource persons identified within a month of TA initiation • Presentations made by international experts at the first subregional workshop • Terms of reference for case studies finalized (end of phase 1) • Six case studies submitted (end of phase 2) • Presentations made by international experts at the second subregional Workshops 	<ul style="list-style-type: none"> • Quarterly reports submitted by the consulting firm • Two ADB review missions • Review of research works by resource persons, ADB staff, and international consultants • Minutes/proceedings of workshops and seminars 	<ul style="list-style-type: none"> • Capacity of national institutions to manage the delivery of inputs and make logistical and organizational arrangements • Provision of adequate facilities and equipment by the Governments for workshops and seminars • High level of participation in workshops and seminars • High quality of translation and interpretation services

(Reference in text: page 1, para. 1)

Design Summary	Performance Indicators/ Targets	Monitoring Mechanisms	Assumptions and Risks
<p>Synthesis</p> <p>Dissemination</p>	<ul style="list-style-type: none"> ▪ Six national policy seminars held during phase 2 to discuss case study findings • Synthesis report prepared (beginning of phase 3) • Final publication disseminated (end of phase 3) • Final policy conference 		
<p>Main inputs</p> <p>Consultants</p> <p>Resources persons</p> <p>Counterpart staff</p> <p>Organizational support</p>	<ul style="list-style-type: none"> • 3 international experts (10 person-months) and a research assistant (6 person-months) recruited • National institutions engaged in each country • Resource persons (at least 3) in each country identified • ADB project officers • About 25 representatives of education authorities in each participating DMC involved in TA activities • Translation/interpretation, secretarial and research assistance secured as required by the national institutions and the consulting firm • Facilities and equipment for workshops and seminars provided by Governments • Support services provided by national institutions 	<ul style="list-style-type: none"> • Evaluation of technical proposal submitted by the consulting firm • Contracts between the consulting firm and national institutions • Monthly statements submitted by the consulting firm • Quarterly reports submitted by the consulting firm 	<ul style="list-style-type: none"> • Timely availability of resource persons and ADB project officers • Capacity of national institutions to manage the delivery of inputs and make logistical and organizational arrangements • Provision of adequate facilities and equipment by the national institutions • Quality of translation and interpretation services • Effective contribution of counterpart staff to the TA activities

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Total Cost
A. ADB Financing¹	
1. Remuneration of International Consultants	200.0
2. Remuneration of Research Assistant	60.0
3. Per Diem	30.0
4. International Travel	35.0
5. Translation/Interpretation	15.0
6. Case Studies	120.0
7. National Policy Seminars	30.0
8. Subregional Workshops	30.0
9. Policy Conference	80.0
10. Report Translation, Publication and Other Dissemination Activities	30.0
11. Miscellaneous Administration and Support Costs	15.0
12. Communications	15.0
13. Contingencies	90.0
Subtotal (A)	750.0
B. Government Financing	
1. Office Accommodation and Facilities	120.0
2. Remuneration and Per Diem of Counterpart Staff	80.0
Subtotal (B)	200.0
Total	950.0

Source: Staff estimates.

¹ Financed from the Japan Special Fund, funded by the Government of Japan.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

A. National Institutions (Domestic Consultants)

1. Country case studies on education reform management will be prepared by a lead national institution (a research institute, nongovernment organization or consulting firm) in each of the six participating developing member countries. The national institutions will be selected and contracted by the international consulting firm. The responsibilities of the national institutions will be as follows:

- (i) collect and analyze pertinent information for carrying out the case studies, including national policy documents and programs, education legislation, sector analysis, and other work carried out with the assistance of international agencies;
- (ii) conduct field surveys, interviews and group meetings with education stakeholders, as required, for the preparation of the case studies (stakeholders include government agencies, local education authorities, nongovernment organizations, external agencies, and teachers and students).
- (iii) select resource persons from each country's education authorities and prepare terms of reference for the resource persons;
- (iv) work closely with international consultants, the international consulting firm and the Asian Development Bank (ADB) during review missions;
- (v) attend and report on the two subregional workshops;
- (vi) prepare draft terms of reference for country case studies, incorporate comments made by resource persons, and finalize terms of references following the recommendations made during the first subregional workshop;
- (vii) produce draft case studies in accordance with the terms of reference and integrate comments on first drafts made by the resource persons;
- (viii) organize national policy seminars, present case studies at the seminars and facilitate discussions during sessions;
- (ix) revise country case studies incorporating the recommendations made during the second subregional workshop; and
- (x) provide interpretation services for national policy seminars and an English translation of all documents produced.

2. The principal objectives of the case studies are to (i) describe good practices and successful experiences in education reform management; and (ii) analyze economic, institutional, and social constraints and opportunities in reform implementation. The case studies will provide

the basis for (i) a cross-country analysis explaining convergences and divergences in policies pursued by the different countries, (ii) an assessment of the potential for subregional cooperation in education and (iii) the possible identification of specific joint programs. The case studies will focus on the process for introducing change and reforms in the education system. Legal and institutional aspects, formal and informal decision making and priority-setting mechanisms, and the roles of the various education stakeholders in influencing policies will be reviewed.

3. Detailed terms of reference specifying the substantive focus of country case studies and research methods will be refined during the first phase of the technical assistance (TA) in consultation with the national authorities of the six participating DMCs and their external development partners. Each country will have flexibility in the selection of the research contents and methods to reflect country-specific perspectives and priorities. In all countries, the case studies should review reform status and experiences in the following broad areas of reform:

- (i) education finance and system efficiency: unit cost containment and rationalization measures (staff, facilities), cost-sharing mechanisms and user charges, alternative budgeting systems, diversification of funding sources, mobilization of private funding, private education development, and community participation;
- (ii) governance of education and institutional reforms: legal framework of reform; policy dialogue mechanisms and consultation with civil society; participation of education constituencies in the reform process; organizational and structural changes of education administration; management decentralization; information systems development to provide transparency, accessibility, and reliability; and moves toward autonomy of institutions and school-based management;
- (iii) quality and relevance of education: curriculum reform, language of instruction policies, multicultural education, environmental education, development of textbooks and instructional materials, teacher education and retraining strategies, availability of textbooks and learning support materials, and monitoring of learning achievements; and
- (iv) education, training and employment linkages: efforts to improve the flexibility and responsiveness of education to labor market needs, strategies to reform technical and vocational education, rationalization of higher education institutions and programs, and the economic returns of higher education and technical education.

4. Other particular aspects to be analyzed in the case studies include

- (i) effectiveness and coordination of externally assisted programs: mapping of external assistance in each the country, mechanisms for coordinating external assistance and dialogue between governments and their external development partners, role of international expertise, and assessment of the effectiveness of programs supported by external aid agencies; and
- (ii) poverty reduction dimension of education reforms: evidence of poverty reduction concerns/perspectives in education policies; linkages between curriculum reform and employability of graduates; policies to retrain redundant workers; expansion of adult learning opportunities; promotion of equal access to quality basic education with special attention to the situation of linguistic and cultural minorities, nomads,

and with special attention to the situation of linguistic and cultural minorities, nomads, and people living in remote rural areas; pro-poor public expenditure patterns.

B. International Consultants

5. The TA will require the services of three international consultants, recruited through a consulting firm, for an estimated total of 10 person-months as follows: (i) education economist/team leader: 4 person-months, (ii) education sociologist: 3 person-months, (iii) general educator: 3 person-months. International consultants must have substantial policy advisory work experience in their area of expertise in Central Asia and the Caucasus and/or in other countries of the former Soviet Union.

6. The principal responsibilities of international consultants will be to (i) provide technical and methodological support to national institutions for the preparation of country case studies, (ii) produce a synthesis report and the final TA publication based the findings of the research work, (iii) facilitate discussions at the subregional workshops and the final policy conference, and (iv) assist in the development of proposals for enhancing subregional cooperation in education.

7. The international consultants will

- (i) during phase 1 of the TA, (a) advise national institutions on the research methodology and preparation of the case studies and review terms of reference prepared by the national institutions, (b) facilitate the subregional inception workshop bringing together representatives of the six countries, and (c) prepare short background papers and make presentations on education reform experiences in their areas of specialization during the workshop;
- (ii) during phase 2 of the TA, (a) undertake a critical review of draft case studies and provide detailed comments for their revision, (b) facilitate the subregional workshop review of case studies and contribute new presentations, and (c) assist in the identification of subregional education cooperation initiatives; and
- (iii) during phase 3 of the TA, (a) prepare a synthesis report to serve as the main background document for the final policy conference, comprising summaries of the case studies and a section on lessons and recommendations, including proposals for subregional cooperation; (b) facilitate the final policy conference; and (c) assist in producing the final TA publication on education reform management in the Trans-Caucasus and Central Asia subregion.

C. Research Assistant (International Consultant)

8. A research assistant will be engaged for a total of six months by the international consulting firm. Under the supervision of the education economist/team leader and the ADB project officer, the research assistant will

- (i) assist in editing documents submitted to ADB by the consulting firm (case studies, synthesis paper, final TA publication, progress reports, and reports of seminars and workshops) to ensure consistency in style and presentation;

- (ii) undertake research work such as the preparation of documentation and background papers, data research and analysis, compilation of tables, glossary and bibliography;
- (iii) in liaison with national institutions and ADB, assist in the organization of the national policy seminars, the subregional workshops and the final policy conference, including the travel arrangements and accommodation of participants; and
- (iv) carry out other research coordination tasks as required.